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| Course | World history | Period |  | Teacher | H.R. Moncelle |
| Unit |  | Day |  | Date |  |

**Directions:** This lesson plan format is to be used for a 90-minute lesson, the typical amount of time for a WCPSS high school class. Feel free to adapt and adjust the form as necessary.

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| **Time Frame** | **Components**  **[Curricular Focus]** | **Instructional Materials to be Used and Assessment (*if needed)*** |
| 10  min. | **Bellringer/Warmup**  Review/Objective [Teacher/Large Group]  Students will read and respond in their journal to the quote being displayed on the screen when they enter the classroom | **“Of course the people don’t want war. But after all, it’s the leaders of the country who determine the policy, and it’s always a simple matter to drag the people along whether it’s a democracy, a fascist dictatorship, or a parliament, or a communist dictatorship. Voice or no voice, the people can always be brought to the bidding of their leaders. That is easy. All you have to do is tell them they are being attacked and denounce the pacifists for lack of patriotism, and exposing the country to greater danger”… Herman Goering at the Nuremberg trials** |
| 10  min. | Instructional Input [**Teacher/Large Group**] Brain storm with class on the individuals who they think have been effective leaders in world history. Leaders can be fictional or real people, list all responses on the board.  [**Teacher/Large Group cont**.] after lists have been generated reinforce that effective leaders don’t have to be moral or “good people” Discuss what part of any ethics, morals, and integrity play in the part of effective leadership  **[Teacher/Large Group cont**.]  Project on to screen the voice thread site created for this class on leadership and outcomes | Laptop computer, digital projector and connection to the internet will be needed for this lesson |
| 10  min. |
| 15  min. |
| 10  min. | **Student Activity** [**Student/Small Group, Pairs]**  Students will record their thoughts after viewing the four voice thread photos.  [**Student/Small Group, Pairs]**  Groups of three Students each will then create a drawing to represent their thoughts about the topic of the day.  [**Student/Small Group, Pairs]**  Upon completion of the drawing, students will mount it to the walls located around the room and then sit down | Paper, markers, glue, and tape will be dispersed about the room on tables for the students to use after they have finished recording their thoughts |
| 10  min. |
| 10  min. |
| 15  min. | **Debriefing**  [Teacher, Student/Large Group] When all drawings are place on the walls, student groups will move about the room an spend about 2-3 minutes in front of each drawing, discussing the work among themselves | Teacher will be time keeper and traffic monitor to insure each group has time for each drawing in the gallery. When it is time to move to the next picture the teacher will ring a chime. |
| 5  min. | **Closure—Exit Slip** [Teacher/Large Group] Each student will pick up a “feedback” card 3x5 index card, and share if and how their impressions of leadership have changed and turn the card in to the teacher as they depart the calssroom | Stack of 3x5 index cards will be placed on each table |

Form developed by Melinda C.M. Stephani and Patsy Hester based upon a WCPSS lesson plan format; permission given to be used for instructional purposes. June 2009